E-LEARNING VIDEO PRODUCTION

VIDEO & AUDIO VISUAL SECTOR

TRAINING MANUAL

November, 2022.

E-LEARNING VIDEO PRODUCTION

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2022

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RTB: Rwanda Technical and Vocational Education and Training Board

RP: Rwanda Polytechnic

GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit

RDB: Rwanda Development Board

DVD: Digital Versatile Disc

MINEMA: Ministry of Emergency management

RDF: Rwanda Defense Forces

RALC: Rwanda Academy of Languages and Culture

MINI UBUMWE: Ministry of National Unity and Civic Engagement

RRA: Rwanda revenue Authority

Course concept

Eco-Emploi, implemented by GOPA, on behalf of GIZ, incorporates an integrated approach of Technical and Vocational Education and Training (TVET), labour market interventions and private sector development and will be implemented between January 2020 and December 2022. The program aims for employment-intensive growth in selected economic sectors, namely wood, tourism & hospitality and film industry, with a special focus on digitalization.

Following the rapid study of employment opportunities and associated skills needs conducted from 30.03.21 to 01.06.21 in Rwanda's audio visual (film) sector, strong employment opportunities, including in the emerging digital learning sector were identified, especially during the pandemic. Furthermore, the e-Learning market trends in Rwanda study[1] provides specific insights on the different video learning scenarios and EdTech (educational technology), namely the use of animations, animated videos, explainer videos, tutorial videos, screencasts, augmented and virtual reality and documentaries. Several examples of companies, applications, such as uQualio, Creamy Animation, are also provided throughout the document, worldwide and in Rwanda.

The importance of specific skills/activities are presented in detail such as storyboarding, briefs to the clients, joint learning activities for professionals and clients, copyright and how to register work with RDB, for instance.
The economic empowerment of women, youth and persons with disabilities are a crosscutting effort in all activities throughout the program.

E-LEARNING VIDEO PRODUCTION

Overall goal of the training

The overall training aims to:

1. Reskill, up skill video production staff to the digital learning video production sector
2. Apply and transfer competences to Workplace Learning (WPL) or workplace, depending on the participant's current professional journey

For overall long-term impact and sustainability, the short course development is linked to the curricula review and development initiatives of RTB and /or RT.

Thus, the short course can be a stand-alone and/or be integrated fully or partially as part of the existing RTB and RT curricula.

Course Duration and Workload

o 120 hours (3 weeks)

o 60 hours: face to face

o 60 hours: online

Target group

The target group includes:

o TVET graduates in the Film industry who are employed, underemployed and unemployed

o Those who have acquired the skills on the job, without getting a formal recognition for them

Prior knowledge

o Video and audio production basic knowledge

o Basic computer and digital literacy

Introduction

Welcome to the e-Learning Video Production course, in a blended learning format. This Manual is intended to be used as a guide and support the online components and face to face training sessions.

Why this short course?

The overall training aims to:

- o Reskill, up skill video production staff to the digital learning video production sector
- o Apply and transfer competences to Workplace Learning (WPL) or workplace, depending on the participant's current professional journey

For overall long-term impact and sustainability, the short course development is linked to the curricula review and development initiatives of Rwanda TVET Board (RTB) and /or Rwanda Polytechnic (RP).
Thus, the short course can be a stand-alone and/or be integrated fully or partially as part of the existing RTB and RP curricula.

Course format

The course will take place in a blended learning format (online and face-to-face), following a "flipped classroom" approach. In the morning the participants will be engaged in more practical work, making use of the equipment and technical facilities made available, to maximise their use. In the afternoon, they will directly engage with the online more conceptual learning that will be deepened and applied the next day in the physical learning setting.

Pedagogical and learning design frameworks

The overarching methodology applied is Human-Centered Design (HCD) that will be developed throughout the course itself: a problem-solving method as well as a mindset that is geared to overcome complex problems by involving human perspectives along all the steps of the problem-solving process. Dubbed as the "way designers think", HCD places users' needs, experiences, requirements and expectations at the center of the problem-solving process in order to devise solutions that deeply reflect those needs and preferences.

To develop a learner-centered capacity development process, HCD is combined with David Merril's[2] instructional design framework, which holistically integrates five principles of learning: task-centricity, activation, demonstration, application and integration.

The task-centricity principle entails that learning starts with real-world problems, in this case producing videos and audios as part of Eco-Emploi digital content and dissemination activities.

- The activation principle implies that participants should be able to relate to problems and tasks they can handle. The training program also must activate existing knowledge base of

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[2] Merrill, M. D. (2002). "First principles of instruction." *Educational Technology Research and Development*, 50**(3), 43-59**

the learner; hence aiding them in connecting previous knowledge with the new one, specifically in the areas of video and audio production and build upon the participants previous know-how.
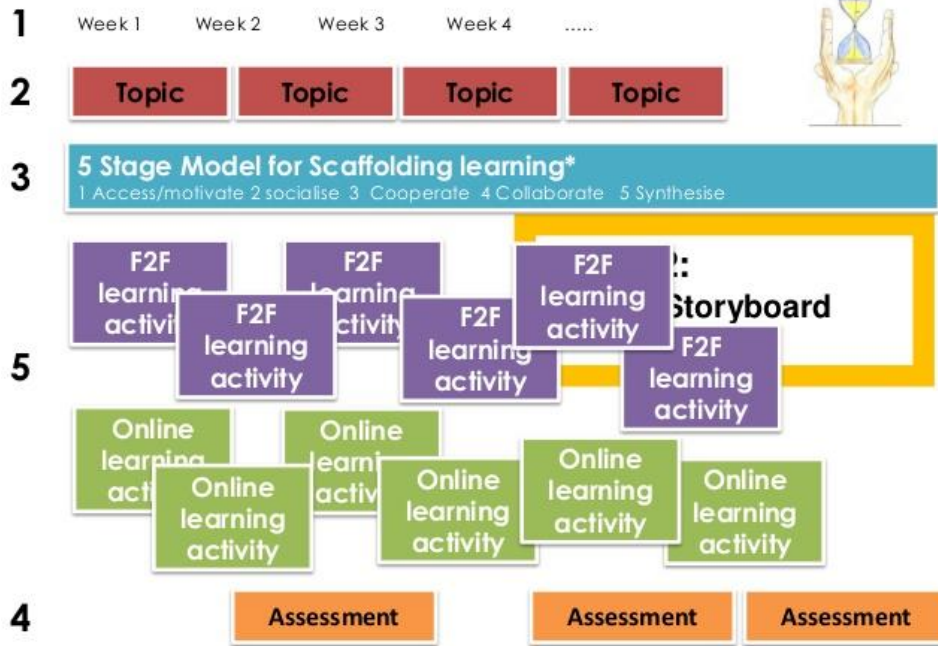
- The demonstration principle corresponds to the need for participants to be able to demonstrate the knowledge (both visually, kinetically, auditory) so that it leverages different regions of the brain, hence retaining it longer.

- The application principle, according to Merril's theory, the principle allows participants to apply new information on their own by practicing the methods on concrete challenges, learning from their mistakes and embracing failure. The iteration is part of the learning process.

- The integration principle, which pertains to offering participants the possibilities for integrating the knowledge into the learner's world through discussion, reflection, presentation and experimentation of new knowledge.

Furthermore, the whole course design, including the online/blended learning component, is based on Gilly Salmon's Carpe Diem model[3]. The Carpe Diem model is divided into six steps:

- Write a blueprint, which allows creating a common mission for the course.

- Make a storyboard and become a designer, allows to draw the process for the learning, teaching and assessment in a visual manner, following the 5 stage model scaffolding

- Build the prototype online, to be tested by different users and.

- Check reality; get usability feedback, integrating it in the development process.

- Review and adjust, make adjustments, refine timings, flag up places to return to, indicate what additional work is needed and who should be responsible for it.

- Planning next steps, build an action plan for the course implementation.

In this process the course is structured by units and one can align daily topics, learning activities and assessments. Time can also be allocated per learning activity. This helps aligning the learning objectives with learning activities and assessments, as presented in the programme.

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[3] Salmon. G. 2021. Carpe Diem. https://www.gillysalmon.com/carpe-diem.html

1   Week 1   Week 2   Week 3   Week 4   .....

2 | Topic | Topic | Topic | Topic |

3 **5 Stage Model for Scaffolding learning***
1 Access/motivate 2 socialise 3 Cooperate 4 Collaborate 5 Synthesise

5

F2F learning activity

F2F learning activity

F2F learning activity

F2F learning activity

F2F learning activity

F2F learning activity

Storyboard

F2F learning activity

Online learning activity

Online learning activity

Online learning activity

Online learning activity

Online learning activity

Online learning activity

Online learning activity

4

| Assessment | Assessment | Assessment |

Trainer's Kit

The following artefacts are part of the trainer's kit to facilitate the training implementation:

- Trainer's Guide (current document)
- Online learning units, available on atingi.org

  https://online.atingi.org/course/view.php?id=2428
- Online learning units in pdf format
- PowerPoint presentation
- Detailed programme (excel format)

Module Structure

- ❖ Learning Units

This Trainer's manual comprises nine (9) units:

Unit 1: Introduction to e-Learning/digital learning

Unit 2: Roles and coordination for e-Learning content development

Unit 3: Pedagogic instructional design models and frameworks to develop engaging audio and video learning content

Unit 4: e-Learning video content design and production'

Unit 5: Introduction to explainer videos and storytelling

Unit 6: Introduction to relevant authoring tools and software programmes for digital learning video course production

Unit 7: Podcasting and audio learning content

Unit 8: e-Learning video and audio production quality assurance

Unit 9: Client management (only face-to-face)

- ❖ Daily agenda set-up

The daily agenda set-up describes briefly what is needed to make it work.

Time: provides the time to be spent for each step of the unit and subunit (start and end, along with duration). Each step within a subunit suggests a length of time. However, sometimes a discussion may require more time than suggested and the opportunity should be seized by the course facilitator. Some of the subunits offer the possibility to cut off a little time serving as contingency.

Depending on the task formulation of group work tasks may be shortened to gain some time. Breaks should not be shortened, since participants need time to recover to be able to re-focus.

Following the flipped classroom approach, previously described, it is also presented the unit(s) to be made available online and studied during the afternoon through the course are on atingi.org.

Content: describes briefly, what is to do during each step of a subunit. More detailed descriptions will be found in attached documents as listed under the category "Online learning units".

Procedure/method: suggests the method/tools to be used during each step of the lesson. The tools for check-in and debriefing are separately suggested and should be used according to the learning needs of the participants depending on how the facilitator "feels" the room.

Reflection and working areas/ spaces: the online area presents specific forums to take notes, reflect, further investigate, share, peer consultation, group discussion and sharing.

Materials: lists in brief the materials to be used during the lesson, if applicable.

Comments: further suggestions/comments are provided namely for the group set-up.

❖ Procedure/methods

The methodology selected for the course includes the following:

Method	Description
Brainstorming	Brainstorming is collecting ideas for further discussion in a group. The spontaneous evaluation of the ideas expressed by the participants will be absolutely avoided to make everybody feel safe to contribute anything that is relevant for the individual. The collected ideas can be discussed at a later stage.
Brain writing	Brain writing is like brainstorming, only the collected ideas will be written on a flipchart or whiteboard, so they are available and visible for later discussion. Normally the facilitator writes the ideas of the participants, but they well may be encouraged to come to the board and write down their ideas themselves.
Discussion	A discussion is the exchange of ideas and opinions as well as a dialogue to explain clarify and agree on issues. Discussion normally follows the target (target-oriented discussion) of reaching a consensus, an agreement or at

Method	Description

least a clarification of positions ("we agree that we don't agree"). An orderly, successful discussion uses a speaker's order and a facilitator.

The facilitator:

- Observes the speaker's order
- Takes care that respect and politeness are maintained
- Keeps his personal opinion for him-/herself
- Does not evaluate participants' contributions to the discussion
- Re-focuses the discussion to the subject discussed
- Asks supportive questions to gain more information from the participants
- Carves out the essential messages from the information given by the participants
- Summarises the discussion

Group work — Group work is a form of association of participants benefiting from cooperative learning that enhances the total output of the activity than when done individually and in group.

Presentation — Presentation in general is informing an audience on a specific subject. The presenter or facilitator as well as the teams will:

- Present using visual aids such as posters, flip charts, slides, audio, video, objects or other
- Allow or not allow questions during the presentation
- Encourage a discussion or Q&A after the presentation
- Use hand-outs with the main messages of the presentation and additional information

❖ Table 1: Methodology

o Methodology should be adapted by the trainer according with the subjects, trainees and group dynamics.

❖ Materials needed

o At least 1 flipchart per group in the room with 15 pages on each chart

- Scent free markers to write on flip charts – multiple colors
- Supply of 3x3" sticky pads for each group with different colours
- Spaghetti
- Marshmallows
❖ Equipment
- Computer and projector for facilitator
- Stable internet connections
- Lap tops/ PC per participant
- Microphones
- Mice
- Webcams
- Cameras
❖ Software installed
- DaVinci Resolve (https://www.blackmagicdesign.com/se/products/davinciresolve/)
- OBS (https://obsproject.com/)
- OpenShot (https://www.openshot.org/)
- Audacity (https://www.audacityteam.org/download/)
❖ Large room set-up
- Optimally, the room should be set up with round tables, with 5-8 participants seated at each table. Each table should consist of optimally 5 participants, but no more than 8 participants, if possible. To the extent possible, the participants at these tables should represent a diverse mix of participants.
❖ Technical equipment room set-up
- Optimally, the room should be set up laptops /computers with internet access. All 4 programmes listed above should be installed in advance. If that is not possible, the participants may support the installation process, as long as that will not become a security risk.
- The participants may also be asked to bring their own laptops and install the software in advance. This will be asked during unit 6 and 7.

UNIT 1: INTRODUCTION TO E-LEARNING/DIGITAL LEARNING

Link: https://360.articulate.com/review/content/d5d325f4-16b1-4fee-8e65-951b2de050da/review

1.1 Define the concept of e-learning/digital learning

1.2 Recall the learning opportunities and added value of e-learning

1.3 Recognize advantages and disadvantages of various e-learning formats and their uses in a particular context, in particular video.

UNIT 2: ROLES AND COORDINATION FOR E-LEARNING CONTENT DEVELOPMENT

Link: https://360.articulate.com/review/content/531d9531-f669-4750-8bcd-3b1cb567cc8d/review

2.1 List different roles and responsibilities in the learning design process

2.2 Identify and apply the agile instructional design SAM (Success Approximation Model) phases

2.3 Identify the main stages of content production

UNIT 3: PEDAGOGIC INSTRUCTIONAL DESIGN MODELS AND FRAMEWORKS TO DEVELOP ENGAGING AUDIO AND VIDEO LEARNING CONTENT

Link: https://360.articulate.com/review/content/61e810e0-478b-4be5-9d01-c45f22b1d5e7/review

3.1 Describe the process of Human Centered Design (HCD) and its application in learning design

3.2 Identify the different phases

3.3 Apply tools to the different phases during the learning design process

3.4 Identify the HCD mindsets

3.5 Describe the stages of content development within the learning design process

3.6 Identify your audience / target group using persona and key stakeholders mapping

3.7 Describe the requirements, benefits and limitations of an iterative content development process (Gilly Salmon's Storyboarding)

UNIT 4) E-LEARNING VIDEO CONTENT DESIGN AND PRODUCTION

Link: https://360.articulate.com/review/content/1bf10788-230d-453a-a39d-f69d19c1dac4/review

4.1 Identify/recap scripts and develop the script

4.2 Identify digital content analysis and reuse model

4.3 Define Open Educational Resources (OER) and Creative Commons (CC) licenses

4.4 List advantages and risks to adopting OER

4.5 Discuss the value of OER and implications for learning in a digital age

4.6 Explain the scope, rights, protections, exceptions, and, transfer of copyright

4.7 Recall the six Creative Commons licenses

4.8 Explain the application of the components of the six Creative Commons licenses within the context of copyright law

4.9 Find OER respecting the licenses attributes

4.10   Locate and bookmark free/re-usable multimedia resources for integration into courses

4.11   Identify web-based and open-source tools that can be used in content and media production

UNIT 5: INTRODUCTION TO EXPLAINER VIDEOS AND STORYTELLING

Link: https://360.articulate.com/review/content/d1159a5b-a008-4624-9a84-d9b632aec5ba/review

5.1 Describe what an explainer video is and how it can be used in teaching and learning.

5.2 Distinguish between various styles of explainer videos

5.3 List the didactical elements of an explainer video (anatomy of the explainer video)

5.4 Search for and share examples of effective explainer videos

5.5 Describe what is storytelling and its role in teaching and learning

5.6 Distinguish between the various structures used in storytelling

5.7 Recall key questions used in scripting a concept for an explainer video

5.8 Identify the components of a video storyboard

5.9 Describe the considerations for creating voiceovers (in-house and professional)

5.10   Locate and bookmark music libraries and voice actor platforms

UNIT 6: INTRODUCTION TO RELEVANT AUTHORING TOOLS AND SOFTWARE PROGRAMMES FOR DIGITAL LEARNING VIDEO COURSE PRODUCTION

Link: https://360.articulate.com/review/content/93305af9-ddcd-4f40-91f2-f7f1c98e3755/review

6.1 Recall the content and media production phases

6.2 Identify web-based and open-source tools that can be used in content and media production for sustainability and scalability

6.3 Apply HTML5 in digital learning content with H5P authoring tool

6.4 Recall the components of the storyboard templates for H5P (MS PowerPoint)

6.5 Identify the main function and general features of H5P for the course development process

6.6 Develop HTML5 enriched video content using H5P

6.7 Create a high quality video with editing software (OpenShot and DaVinci Resolve (advanced option)

6.8 Apply the different functionalities of the editing tools

6.9 Import and export files

6.10   Back up files

UNIT 7: PODCASTING AND AUDIO LEARNING CONTENT

Link: https://360.articulate.com/review/content/455c1014-a4ef-44eb-9624-395063b439a0/review

7.1 Identify the different types of podcasting in digital learning context

7.2 Describe the application of audiobooks in digital learning context

7.3 Recall the steps to produce a podcast and/or audiobook

7.4 Create high quality audio with editing software (Audacity)

7.5 Locate and download Royalty Free Stock Music

7.6 Add audio or voiceovers to a slide presentation

UNIT 8: E-LEARNING VIDEO AND AUDIO PRODUCTION QUALITY ASSURANCE

Link: https://360.articulate.com/review/content/1f96886b-e112-4df5-abdd-68543b08f254/review

8.1 Identify the iterative review phases

8.2 Create, adapt and apply tools for iterative review

8.3 Organise and implement the review process

UNIT 9: CLIENT MANAGEMENT

9.1 Identify the key steps and mindsets to create a trustworthy relationship with client

9.2 Recall the iterative process in the decision-making process

9.3 Identify the client and target group needs and pains

9.4 Drafts high quality proposals and presentations

9.5 Identifies realistic costs and creates realistic cost analysis and budgets

9.6 Identify of definition of done

9.7 Apply the agile iterative project management with fixed meetings, sprint reviews and retrospective with defined timings and deadlines

9.8 Design mock-ups, aligned with client's branding and message

9.9 Create rapid Prototype, high fidelity prototype

9.10   Implement quality assurance mechanisms

9.11   Identify steps to maintain a relationship with the client

CONTENT OUTLINE

Unit 1: Introduction to e-Learning/digital learning

- o e-learning definitions and basic e-learning terminology
- o Opportunities and added value of e-learning
- o Advantages and disadvantages of various e-learning formats and their uses in particular contexts, especially video and audio
- o Different video and audio learning formats and duration: explainer videos, screencasts, demonstration, animation/cartoon, documentaries, podcasts

Unit 2: Roles and coordination for e-Learning content development

- o Overview of roles and responsibilities in the e-Learning content development process
- o Application of agile content development instructional design SAM (Success Approximation Model)
- o Advantages and disadvantages of agile versus waterfall project management
- o Stages of content production

Unit 3: Pedagogic instructional design models and frameworks to develop engaging audio and video learning content

- o Human Centered Design (HCD) and its application in learning design
- o HCD phases and tools application
- o The HCD mindsets
- o Know how to create a persona and key stakeholders mapping to identify your audience/target group
- o Know how to identify a learning / design challenge
- o Apply various brainstorming techniques
- o Know how to complete a course concept
- o Develop a storyboard based on Six ways of learning and Gilly Salmon's 5 stage model

Unit 4: e-Learning video content design and production

- o Script development
- o Digital content analysis and reuse model

- Introduction to Open Educational Resource (OER)
- Value of OER and implications for learning in a digital age
- Scope, rights, protections, exceptions, and transfer of copyright
- Creative Commons licenses
- Application of the components of the six Creative Commons licenses within the context of copyright law
- Advantages and risks to using OER
- OER repositories freely available for legal use, sharing, repurposing, and remixing
- Production of simple video and audio using mobile, laptop or computer
- Best practices in recording audio and video using a mobile device.

Unit 5: Introduction to explainer videos and storytelling

- Introduction to explainer videos and how it can be used in teaching and learning.
- Styles of explainer videos
- Didactical elements of an explainer video (anatomy of the explainer video)
- Examples of effective explainer videos
- Introduction to storytelling and its role in teaching and learning
- Storytelling structures
- Key questions used in scripting a concept for an explainer video
- Components of a video storyboard
- Considerations for creating voiceovers (in-house and professional)
- Music libraries and voice actor platforms

Unit 6: Introduction to relevant authoring tools and software programmes for learning video production

- Content and media production phase
- Web-based and open-source tools that can be used in content and media production for sustainability and scalability
- Rich HTML5 digital learning content with H5P authoring tool:
  - Main function and general features of H5P for the course development process
  - How to upload or add an H5P component to a course
  - Content types in H5P and their alignment with learning objectives

- Key areas on the H5P Editor

- Course presentation with interactive elements and assessments in H5P

- Publish an H5P activity

- Creating high quality video with editing software (OpenShot and DaVinci Resolve (advanced option)

  - Backup files

  - Develop Script

  - Storyboard

  - Record audio

  - Cut clips

  - Edit

  - Layer clips and audio

  - Color adjust

  - Import and export

  - Upload to platform of choice

Unit 7: Podcasting and audio learning content

- Podcasting as interview, scenario, storytelling, fable development
- Audiobook
- Steps to produce a podcast and/or audiobook
- Creating high quality audio with editing software (Audacity)

  - Trimming

  - Fade-in/Fade-out

  - Background music

  - Sound effects

  - Splicing

- Locate and download Royalty Free Stock Music
- Add audio or voice overs to a slide presentation

Unit 8: e-Learning video and audio production quality assurance

- Iterative review

- o Tools for iterative review
- o Organisation and implementation of review process

Unit 9: Client management

- o Create a trustworthy relationship with client
- o Iterative process in the decision-making process
- o Identifying the client and target group needs and pains
- o Proposal drafting and presentation
- o Cost analysis
- o Identification of definition of done
- o Agile iterative project management with fixed meetings, sprint reviews and retrospective
- o Script
- o Storyboarding
- o Design mock-ups, aligned with client's branding and message
- o Rapid Prototype
- o High Fidelity prototype
- o Quality assurance
- o Final delivery of e-Learning video/audio content and approval
- o Fostering the relationship

Material available

This e-Learning course template may be used for the development of the other blended learning courses within the project and RTB

PDF

PowerPoint

Delivery mode/programme format: Blended learning

Timeline for course production: The content was developed in the RISE 360 authoring tool

Devices: Computer / laptop or mobile device with internet connection

Connectivity: Connectivity needed to access

Licenses: Creative Commons Attribution 4.0 International License.

Certificates: Participants will receive digital certificates of the competencies acquired when finishing the online component.

Languages: English

Marketing / dissemination

Detailed training programme

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Registration					
09:00	09:20	00:20	Welcome with invited guest(s)	Victor; Rob				Invited guest from RTB /RT
09:20	09:40	00:20	Course presentation and participants introduction	Facilitator	Programme presentation	Presentation		1 minute per participant to introduce themselves. This time can be readjusted depending on the number of participants
09:40	10:00	00:20	Intentions Board	Facilitator		Individual reflection	Board arrivals and departures	
10:00	10:30	00:30	atingi.org presentation and registration	Facilitator	atingi.org presentation and course			
10:30	11:00	00:30	Break					
11:00	11:45	00:45	Project based learning assignments: intro video; Eco-Emploi videos	Victor, Rob, Facilitator		Presentation		
11:45	12:00	00:15	Groups' assignments to the different Eco-Emploi digital learning videos	Facilitator		Ramdomization	https://www.random.org/lists/	5 groups of 4 participants each
12:00	12:30	00:30	Wearing multiple hats	Facilitator		Brainstorming and team work	Wearing multiple hats exercise	
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day		Smile faces board	
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 1: Introduction to e-Learning/digital learning Unit 2: Roles and coordination for e-Learning content development	Online	Learning objectives	Self study and reflection in the general forum (possible reflections) 1. How does digital learning impact your work / learning? Advantages and disadvantages? 2. How do you see your role as part of the digital learning team?	Forum	

AGENDA

Day 2

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:40	00:20	Digital learning applications in their practice/work	Facilitator	Reflection on their practice	Brainstorming		
09:40	10:10	00:30	Human Centered Design Agile instructional design SAM (Success Approximation Model) phases	Facilitator	Introduction to HCD and SAM			
10:10	10:30	00:20	Prototyping touristic attractions and recording of the process	Facilitator	Apply SAM and Human Centered Design	Team work	spaghetti and marshmallows, camera mobile phones to document the SAM process	Recommended: 4 groups of 5 participants
10:30	11:00	00:30	Break					
11:00	11:40	00:40	Finalise prototypes, record final steps Presentation (identifying main stages of content production/SAM)		Apply SAM and Introduction to Human Centered Design and SAM	Team work	Flipcharts Post-its Markers Mobile phones	5 minutes for each group to present
11:40	12:20	00:40	Application of SAM: Eco-Emploi digital learning videos		Transfer to practicum context	Team work		
12:20	13:00	00:40	Debrief of the day and online component overview		Obtain feedback and introduce the online learning component for next day			
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 3: Pedagogic instructional design models			Self study and reflection in the general forum (possible reflections) 1. Which mindsets/attitudes do you consider critical for your work?	Forum	

AGENDA
Day 3

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:40	00:20	HCD mindsets and connect them to the attitudes required as video and audio producers(competencies)	Facilitator	Reflection on their practice	Brainstorming		
09:40	10:00	00:20	Applying the different phases in their projects Preparation phase	Facilitator	SAM overview			
10:00	10:30	00:30	Persona Development/identify target audience Presentation	Facilitator	Learning Design application	Team work	Flipcharts Post-its Markers Mobile phones	Recommended: 5 groups of 4 participants
10:30	11:00	00:30	Break					
11:00	11:30	00:30	Persona Development/identify target audience Presentation		Learning Design application	Team work		5 minutes for each group to present
11:30	12:20	00:50	Learning challenge and How Might We question Presentation		Learning Design application	Brainwriting	Flipcharts Post-its Markers Mobile phones	5 minutes for each group to present
12:20	13:00	00:40	Debrief of the day and online component overview		Obtain feedback and introduce the online learning component for next day			
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 4: e-Learning video content design and production			Self study and reflection in the general forum (possible reflections) 1. What kind of OERs are you planning to use in your work?	Forum	

AGENDA

Day 4

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:40	00:20	OER and their applications	Facilitator	Reflection on their practice; Copyright law	Brainstorming		
09:40	10:30	00:50	Identify content to be used in Eco-Emploi projects based on persona and learning challenge	Facilitator		Team work	Flipcharts and pens	
10:30	11:00	00:30	Break					
11:00	12:00	01:00	Search content/OER required for projects and download them			Team work		
12:00	12:20	00:20	Present the content found, types of licenses and how it might be integrated in the projects		Transfer to practicum context	Team work		5 minutes for each group to present
12:20	13:00	00:40	Debrief of the day and online component overview		Obtain feedback and introduce the online learning component for next day			
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 5: Introduction to explainer videos and storytelling			Self study and reflection in the general forum (possible reflections) 1. Which mindsets/attitudes do you consider critical for your work?	Forum	

AGENDA								
Day 5								
Begin	**End**	**Duration**	**Content**	**Who**	**Goal**	**Procedure/Method**	**Material**	**Comment**
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:40	00:20	SAM and iterative process applied to video and audio production/Design Dash	Facilitator	Reflection on their practice			
09:40	10:30	00:50	Explainer videos prototype to be part of the projects: Persona Learning challenge Visual identity Script	Facilitator	Explainer videos design dash	Team work	Miro Padlet Storyboarthat	
10:30	11:00	00:30	Break					
11:00	12:00	01:00	Script (cont.) Storyboarding Explainer video (short)		Explainer videos design dash	Team work	Miro Padlet Storyboarthat	
12:00	12:30	00:30	Presentation Explainer video (short)		Explainer videos design dash	Team work		5 minutes for each group to present
12:30	13:00	00:30	Debrief of the day and online component overview		Obtain feedback and introduce the online learning component for next day			
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 6: Introduction to relevant authoring tools and software programmes			Team work: refine explainer videos Self study and reflection in the general forum (possible reflections) 1. Which video editing tools do you use? Do you use any other tools to	Forum	

AGENDA

Day 6

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					**Obtain feedback from key stakeholders**
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:40	00:20	Content and media production phases SAM Iterative Design	Facilitator	Reflection on their practice	Brainstorming		
09:40	10:10	00:30	Projects: Mock-up visual identity	Facilitator	Content development phases	Team work	Miro Padlet Storyboarthat	to be iterated with Eco-Emploi key stakeholders
10:10	10:30	00:20	Script	Facilitator	Content development phases	Team work	Miro Padlet Storyboarthat	Recommended: 5 groups of 4 participants
10:30	11:00	00:30	Break					
11:00	11:40	00:40	Storyboard		Content development phases	Team work	Miro Padlet Storyboarthat	
11:40	12:20	00:40	Presentation to move to Iterative Development		SAM overview	Team work		5 minutes for each group to present + feedback from key stakeholders
12:20	13:00	00:40	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 6: Introduction to relevant authoring tools and software programmes			Team work: iterate based on key stakeholders' feedback Self study and reflection in the general forum (possible reflections) 1. How do you plan to apply the Iterative Design and Development in	Forum	

AGENDA

Day 7

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:50	00:30	Content and media production phases SAM Iterative Design and Development: H5P	Facilitator	Reflection on their practice	Brainstorming	H5P application in atingi.org	
09:50	10:30	00:40	Projects Eco-Emploi: Develop HTML5 enriched video content using H5P: revision of script and storyboard, integrating key stakeholders feedback from previous day	Facilitator	Develop HTML5 enriched video content using H5P	Team work	H5P application in atingi.org	to be iterated with Eco-Emploi key stakeholders
10:30	11:00	00:30	Break					
11:00	12:00	01:00	Projects Eco-Emploi: Develop HTML5 enriched video content using H5P		Develop HTML5 enriched video content using H5P	Team work	H5P application in atingi.org	
12:00	12:30	00:30	Presentation HTML5 enriched video content using H5P		Develop HTML5 enriched video content using H5P	Team work	H5P application in atingi.org	5 minutes for each group to present + feedback from key stakeholders
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 6: Introduction to relevant authoring tools and software programmes			Team work: Continue to edit online using H5P based on peer and key stakeholders feedback if applicable Self study and reflection in the general forum (possible reflections) on using DaVinci Resolve	Forum	

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	09:50	00:30	Content and media production phases SAM Iterative Design and Development: OBS and DaVinci Resolve	Facilitator	Reflection on their practice	Brainstorming	OBS and DaVinci Resolve	
09:50	10:30	00:40	Projects Eco-Emploi: Edit videos based on iterative feedback of script and storyboard, integrating key stakeholders feedback from previous days; Schedule recordings in exterior locations	Facilitator	SAM Iterative Design and Development: OBS and DaVinci Resolve	Team work	OBS and DaVinci Resolve Camera, micro	
10:30	11:00	00:30	Break					
11:00	11:20	00:20	Planning tools	Facilitator			Miro	
11:20	12:30	01:10	Projects Eco-Emploi: OBS and DaVinci Resolve Schedule recordings in exterior locations and start recording if applicable; Presentation of overview of planning		SAM Iterative Design and Development: OBS and DaVinci Resolve	Team work	OBS and DaVinci Resolve Camera, micro	12.00: presentation (5 minutes for each group to present)
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 6: Introduction to relevant authoring tools and software programmes			Team work: Exterior footage, content search under CC licenses Self study and reflection in the general forum (possible reflections) on using DaVinci Resolve	Forum	

AGENDA
Day 9

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		**Participants may go directly to film exterior footage**
09:20	10:30	01:10	Projects Eco-Emploi: Exterior footage recording, content search under CC licenses and start video edition using DaVinci Resolve	Facilitator	SAM Iterative Design and Development: OBS and DaVinci Resolve	Team work	OBS and DaVinci Resolve Camera, micro	
10:30	11:00	00:30	Break					
11:00	12:30	01:30	Projects Eco-Emploi: Exterior footage recording, content search under CC licenses and start video edition		SAM Iterative Design and Development:	Team work	OBS and DaVinci Resolve Camera, micro	
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 6: Introduction to relevant authoring tools and software programmes			Team work: Exterior footage, content search under CC licenses and continue video edition to finalise videos next day Self study and reflection in the general forum (possible reflections) on using DaVinci Resolve	Forum	

AGENDA								
Day 10								
Begin	**End**	**Duration**	**Content**	**Who**	**Goal**	**Procedure/Method**	**Material**	**Comment**
08:30	09:00	00:30	Arriving					
09:00	09:20	00:20	Welcome and check-in for the day	Facilitator		Intentions board		
09:20	10:30	01:10	Projects Eco-Emploi: Finalise high fidelity prototype video edition using DaVinci Resolve		SAM Iterative Design and Development: OBS and DaVinci Resolve	Team work	OBS and DaVinci Resolve Camera, micro	
10:30	11:00	00:30	Break					
11:00	11:40	00:40	Projects Eco-Emploi: Finalise high fidelity prototype video edition using DaVinci Resolve. Export videos for presentation		SAM Iterative Design and Development: OBS and DaVinci Resolve	Team work	OBS and DaVinci Resolve Camera, micro	
11:40	12:30	00:50	Projects Eco-Emploi: Presentation of high fidelity prototypes with feedback from peers and key stakeholders	Facilitator	SAM Iterative Design and Development: OBS and DaVinci Resolve	Team work		7 minutes for each group to present+5 minutes for peer feedback
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 7: Podcasting and audio learning content			Self study and reflection in the general forum (possible reflections)	Forum	

AGENDA
Day 11

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:30	00:30	Welcome and check-in for the day	Facilitator	Connect the key learnings so far	Intentions board	wool to interweaven what was learnt so far	
09:30	09:50	00:20	Podcasting and audio for digital learning content	Facilitator	Reflection on their practice			
09:50	10:30	00:40	Projects Eco-Emploi: Podcasting and audio learning content to be incorporated in Projects Eco-Emploi: Script and planning		Podcasting and audio for digital learning content using Audacity	Team work	Audacity Miro	
10:30	11:00	00:30	Break					
11:00	11:30	00:30	Projects Eco-Emploi: Present audio/podcasting script and planning	Facilitator	Podcasting and audio for digital learning content using Audacity	Team work	Audacity	5 minutes for each group to present+3 minutes for peer feedback and key stakeholders
11:30	12:30	01:00	Projects Eco-Emploi: Podcasting and audio learning content to be incorporated in Projects Eco-Emploi: Refine script to incorporate feedback Looking for royalty free music and voice actors/interviewers/interviewes Start recording of audios, sounds, musics, if applicable, start editing the audio files using audacity	Facilitator	Podcasting and audio for digital learning content using Audacity	Team work	Audacity	
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 7: Podcasting and audio learning content			Team work: continue recording of audios, sounds, musics, if applicable, start editing the audio files using audacity Self study and reflection in the general forum (possible reflections)	Forum	

AGENDA								
Day 12								
Begin	**End**	**Duration**	**Content**	**Who**	**Goal**	**Procedure/Method**	**Material**	**Comment**
08:30	09:00	00:30	Arriving					
09:00	09:30	00:30	Welcome and check-in for the day	Facilitator	Connect the key learnings so far	Intentions board		
09:30	10:30	01:00	Finalise recording of audios, sounds, musics, interviews if applicable Continue editing the audio files using Audacity	Facilitator	Reflection on their practice			
10:30	11:00	00:30	Break					
11:00	12:00	01:00	Projects Eco-Emploi: Finalise editing the audio files using Audacity and export the audio files, upload to OpenSpotify, SoundCloud or another sharing platform	Facilitator	Podcasting and audio for digital learning content using Audacity	Team work	Audacity	
12:00	12:30	00:30	Projects Eco-Emploi: Presentation of high fidelity audio/podcasts prototypes with feedback from peers and key stakeholders	Facilitator	Podcasting and audio for digital learning content using Audacity	Team work	Audacity	5 minutes for each group to present+3 minutes for peer feedback and key stakeholders
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org		Unit 8: e-Learning video and audio production quality assurance			Team work: continue recording of audios, sounds, musics, if applicable, start editing the audio files using audacity Self study and reflection in the general forum (possible reflections)	Forum	

AGENDA								
Day 13								
Begin	**End**	**Duration**	**Content**	**Who**	**Goal**	**Procedure/Method**	**Material**	**Comment**
08:30	09:00	00:30	Arriving					
09:00	09:30	00:30	Welcome and check-in for the day	Facilitator	Connect the key learnings so far	Intentions board		
09:30	10:00	00:30	Quality assurance in video and audio production for digital learning	Facilitator	Reflection on their practice			
10:00	10:30	00:30	Projects Eco-Emploi: Selection of QA frameworks and models	Facilitator	Quality assurance in video and audio production for digital learning	Team work		
10:00	10:30	00:30	Break					
10:30	11:30	01:00	Projects Eco-Emploi: Peer assessment: quality assurance of the video and audio projects developed for digital learning	Facilitator	Peer review constructive assessment	Team work	Digital learning quality assurance frameworks and models presented in Unit 8	The assessment will be done by the peers: each group will have 20 minutes to peer review the groups's projects and provide feedback
11:30	12:30	01:00	Projects Eco-Emploi: incorporate final feedback in the video and audio high fidelity prototypes from peers and key stakeholders	Facilitator	SAM overview	Team work		
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group	Retrospective:I like, I wish, I wonder	
13:00	13:00		End of face to face session					
	Online atingi.org					Incorporate final feedback in the video and audio digital learning high fidelity prototypes	Forum	

AGENDA
Day 14

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:30	00:30	Welcome and check-in for the day	Facilitator	Connect the key learnings so far	Intentions board		
09:30	10:00	00:30	Client management	Facilitator	Client management Reflection on their practice and key learnings	Brainwriting	Flipcharts Post-its Pens	Prepare board with key areas: Mindsets Agile and iteration Personas Learning challenges Mock-ups Prototyping Definition of done Costs
10:00	10:30	00:30	Drafting high quality proposals, presentations	Facilitator	Client management			
10:30	11:00	00:30	Break					
11:00	12:30	01:30	Projects Eco-Emploi: 1. incorporate final feedback in the video and audio high fidelity prototypes from peers and key stakeholders 2. Start preparing presentation and pitch	Facilitator	Client management	Team work		
12:30	13:00	00:30	Debrief of the day and online component overview	Facilitator	Obtain feedback and introduce the online learning component for next day	Group		
13:00	13:00		End of face to face session					
	Online atingi.org					Incorporate final feedback in the video and audio digital learning high fidelity prototypes Finalise presentation and pitch	Forum	

AGENDA
Day 15

Begin	End	Duration	Content	Who	Goal	Procedure/Method	Material	Comment
08:30	09:00	00:30	Arriving					
09:00	09:30	00:30	Welcome and check-in for the day	Facilitator				
09:30	10:30	01:00	Incorporate final feedback in the video and audio digital learning high fidelity prototypes Finalise presentation and pitch	Facilitator	SAM overview	Team work		
10:30	11:00	00:30	Break					
11:00	12:20	01:20	Projects Eco-Emploi: Presentation and pitch of the videos and audios produced for digital learning	Facilitator and invited key stakeholders	Select best learning projects Eco-Emploi	Team work		10 minutes per group to present their final projects. 5 minutes of peers feedback. The best projects will be incorporated in Eco-Emploi learning programmes and dissemination activities
12:20	13:00	00:40	Closing ceremony and final retrospective	Facilitator and invited key stakeholders		Group		
13:00	13:00		End of face to face session					

INTERNET REFERENCES

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